THE IMPLEMENTATION OF LANGUAGE PROGRAM TO IMPROVE ENGLISH SPEAKING SKILLS FOR ELEVENTH GRADE STUDENTS AT AL-IHSAN BOARDING SCHOOL

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ABSTRACT

This study aimed to examine the implementation of the Language Program and the factors influencing its execution in an Islamic boarding school in Pekanbaru. The research employed a qualitative case study approach, utilizing purposive sampling techniques to select participants. Data were collected through interviews with two teachers, a dormitory supervisor responsible for the language section, and a deputy principal in charge of the curriculum section, as well as through observations and focus group discussions involving 10 students. The findings revealed that the implementation of the language program at Al-Ihsan Boarding School was generally effective. The supporting factors included the consistent execution of established programs, the availability of facilities, the role of teachers, the use of teaching materials, media, and strategies. However, several inhibiting factors were identified, such as students' low motivation to use English, limited time, linguistic challenges, and anxiety experienced by some students.

Keywords: *English Speaking Skills*, *Implementation*, *Language Program.*

INTRODUCTION

Islamic boarding school is one of the educational institutions that has developed since the New Order era or what is usually called the reform era (Nursyarief 2014). Until now, there are many Islamic boarding schools spread throughout Indonesia. Numerous parents send their kids to Islamic boarding schools, which provide many great programs, including language learning. By finishing and expanding infrastructure, infrastructure, and facilities including books, libraries, and laboratory equipment, madrasas and Islamic boarding schools can be renewed. Institutional renewal, management, curriculum, human resource quality, learning processes, technology and information networks, and other non-physical factors are examples.

According to Dhofier, as stated by Fadli (2012), Islamic boarding schools differ from madrasa educational institutions or from educational institutions in general in that they provide dormitories or boarding houses for students. However, model madrasas and special madrasas are currently emerging that all adopt the dormitory characteristics of Islamic boarding schools. A boarding school is a system of schools with dorms where students, teachers, and school officials all reside in dorms within the school setting for a set amount of time, typically one semester alternating with a one-month break until they graduate. The purpose of this boarding school is to develop students' brains and talents as well as their sense of tolerance, respect for others, community, independence, high morals, and other qualities (Sugiono: 2016). One of the advantages of boarding schools that we see today is the use of foreign languages, be it Arabic or English.

According to Hans Hochholzer in E Hetzer, as quoted by Jelita (2022), a program is a collection of real activities, systematic, and integrated carried out by one or several government agencies in the framework of cooperation with the private sector and the public in order to achieve the goals and means set. The program is something that must exist when you want to do something. If there is no program then something will be difficult to achieve and of course the results will not be optimal if we don't start with a good program. The language program is a program that can help provide added value to a school, especially in international standard schools and Islamic boarding schools. In Islamic boarding schools there are usually language programs, either in the form of language week, muhadharah, or giving vocabulary every night. This certainly helps students to be able to speak or write in a foreign language. However, this program can have obstacles such as the use of many regional languages, or the seniors not setting a good example to their juniors.

In Islamic boarding schools, there are usually those who focus on *kitab kuning*, memorize the Koran and hadith, or focus on Arabic and English. A language program can be one of the plus points for an Islamic boarding school. Since most people are aware that students are skilled in foreign languages as well as the Koran and hadith, the language program really enables students to be able to speak or write in English, which will be a benefit for them. Examples of language programs in Islamic boarding schools include the use of English and Arabic alternately for a week, muhadharah or speeches or something else.

According to Febriandari (2019) Language ability is very important in this era of rapid technological progress; therefore, habituation and exemplary practice by oneself, the teacher, and the surrounding environment are required in order to instill a passion for reading in students, which can later increase language skills. Language skills are divided into four categories: listening, speaking, reading, and writing. These four categories are interconnected.

One of the Islamic boarding schools in Pekanbaru is Al-Ihsan Boarding School which is located in Kubang Jaya Village, Siak Hulu District, Kampar Regency, Riau Province, with a land area of 5.5 hectares, the first learning area was built in the form of a hut and now continues to develop into a sturdy building. According to the Al-Ihsan Boarding School website, this institution was established on 10 January 2008, or 1 Muharram 1429 H, the groundbreaking was carried out by the Indonesian Minister of Youth and Sports, Dr. Adhiyaksa Dault. So, the age of this Islamic boarding school is approximately 15 years. The

language improvement activities at this Islamic boarding school include language week, muhadatsah, muhadharah, and young preacher competitions in three different languages. Based on this explanation, this language program is very important for the creation of superior schools and students who have language skills.

LITERATURE REVIEW

1. Implementation of language program

According to Mitchell and Putri (2023) define implementation as a collection of deliberate actions and targeted techniques meant to apply evidence-based practices in real-world settings. Therefore, based on the explanation given above, it can be said that implementation refers to the process of carrying out a decision or policy that has been decided upon in order to accomplish the goals of the policy. According to the theory of program implementation suitability according to Korten, in Andani et al., (2019), the program can be said to be successful if there are three conformities. The three conformities are: the conformity of the program with the target, the conformity of the program with the program implementer, and the conformity of the target group with the program implementer group.

Djoyowijoto in Fansuri (2016) implementation is an effort to implement a policy decision. Implementation is application, according to Jones Charles in Anggreni & Subanda (2020), and it is evaluated as a process of interaction between sets of goals and actions to achieve goals. They also mentioned that in order for implementation to go smoothly, three factors need to be taken into account, specifically: 1) Organization: This refers to the setup or configuration made to ensure the program functions properly. 2) Interpretation, or how a design can be agreed upon and put into practice by all involved. 3) Application, or the ongoing process of putting the program into practice.

2. Speaking Skill

Humans are fundamentally social creatures who depend on one another for all aspects of their lives, including direct oral communication (speaking) and written communication (reading). One of the four main abilities that students learning the English language should have, is speaking skill. Teachers of English should be able to facilitate students' speaking development by acting as a role model. Students must be proficient in all speaking skills, including vocabulary, grammar, pronunciation, fluency, and comprehension, in order to speak English well. Students who learn speaking techniques will be able to convince others, articulate ideas and goals, and communicate clearly (Siregar 2017).

According to Gert and Hans as stated by Rahayu (2015) speaking is defined as speech or utterances made with the idea that the speaker's intention would be understood by the listener, who then processes the statements to ascertain the speaker's intents to the interlocutor. So, we can conclude that speaking is a way of communicating between humans that is useful for exchanging information or ideas and also for getting advice from other people.

3. Factors Influencing Implementation of Language Program

In every design or program, there must be things that hinder the smooth running of the design or program. In terms of this implementation, the influencing factors are divided into supporting factors and inhibiting factors, of which the inhibiting factors are divided into two, the first is linguistic and the second is non-linguistic. Supporting factors should be maintained and improved, while inhibiting factors should be minimized and resolved. Megawati (2016) stated that there are three important things that become the main pillars to support listening and reading skills (receptive skills) as well as speaking and writing (productive skills), 3 things are vocabulary, grammar and pronunciation which of course each component has its own difficulties. However, each component can present challenges when it comes to putting language learning into practice.

Podungge & Habibie (2022) said that the supporting factors in running language programs in Islamic Boarding Schools include: 1) Cooperation from the language section, both from the teacher (ustadz) or students who are engaged in the language section 2) Supporting facilities 3) A conducive environment. Astuti (2019) stated that linguistic and non-linguistic actors are the main causes that affect students' speaking performance in speaking activities, especially in English. She also explains what linguistic and non-linguistic factors include. Linguistic factors include: vocabulary, pronunciation, and grammar. As for non-linguistic factors, they include confidence, anxiety, and mastery of the topic.

METHOD

This study employed a qualitative research approach, specifically a case study design. The researchers selected qualitative research as it is well-suited for exploring and examining issues related to individuals' perceptions. Qualitative research aims to provide a comprehensive understanding of a phenomenon. The choice of a case study design was based on the focus of the research: examining a school program related to language initiatives (Zulfikar, 2020). According to Creswell (2012), a case study involves an in-depth investigation of a bounded system, such as an activity, event, process, or group, supported by extensive data collection.

The research was conducted at Al-Ihsan Boarding School, located on Kubang Raya Street, Siak Hulu Subdistrict, Kampar Regency, Riau Province. The study took place in April 2024. Participants interviewed included the principal of Madrasah Aliyah (MA), a language section teacher, representatives from the student executive body (Badan Eksekutif Santri or BES) responsible for the language section, and ten eleventh-grade Madrasah Aliyah (MA) students.

Data collection methods included observation, interviews, and focus group discussions (FGDs). During observations, the researcher monitored language-related activities, while the interviews focused on exploring the programs developed and implemented at the boarding school, how students participated in the language program, and the factors influencing its implementation. The collected data were analyzed using thematic analysis, specifically addressing the information obtained from interviews and FGDs.

FINDINGS AND DISCUSSION

Findings

To describe the summary result of the implementation of language program, it is shown in table 1 below:

Table 1. The Summary of Data Analysis Research Question 1

Research Question	General findings	Specific findings	Data analysis		
			INT	OBS	FGD
How is the implementation of language program in eleventh grade at Al Ihsan Boarding School?	In general, the implementation of the language program at Al-Ihsan Boarding School is quite good and continues to improve considering that English is a new program.	Increased ability of students	√	-	√
		Increased student self-confidence	√	-	√
		Students practice frequently	√	√	√

As shown on table, there are several things were found from the implementation of the language program at Al-Ihsan Boarding School. In general, the implementation of the language program at Al-Ihsan Boarding School is quite good and continues to improve considering that English is a new program. Then, the researcher found that 3 specific findings, there are increased ability of students, increased student self-confidence, and the last is students practice frequently.

Table 2. The Summary of Data Analysis Research Question 2

Research Question	General findings	Specific findings		Data analysis		
				INT	OBS	FGD
What factors influence the implementation language program in Al-Ihsan Boarding School?	From the result of the data analysis, the factors that influencing language programs is divided into 2, there are supporting and inhibiting factors	Teacher's role, teaching materials, media, strategies used	Supporting	√	√	√
		Facility		√	-	√
		Other factors (regulations, cooperation between teachers and students)		√	-	√
		Linguistic	Inhibiting	√	-	√
		Non- linguistic		√	-	√

Based on the table 2, researcher found that in general there are two factors that influence the implementation of language program at IBS, supporting and inhibiting factors. Supporting factors include: teacher's role, teaching materials, media and strategies used, facility, and other factors. Other factors include: regulations, cooperation between teachers and students. Meanwhile, inhibiting factors include: linguistic and non- linguistic.

Discussion

The study revealed that the implementation of the language program at Al-Ihsan Boarding School has been fairly successful and continues to improve, particularly considering that English is a relatively new program. Notable improvements observed among students include enhanced language proficiency, increased self-confidence, and frequent practice. The school employs three main strategies to develop students' abilities: vocabulary building, public speaking, and conversation practice. Public speaking activities, in particular, play a significant role in boosting students' confidence. After students are taught vocabulary as a foundation for speaking, they proceed to public speaking activities.

The findings also identified two primary factors influencing the program: supporting factors and inhibiting factors. The supporting factors include the role of teachers, availability of teaching materials, use of media and strategies, adequate facilities, and additional aspects such as students' internal motivation to speak the language, school regulations, consistently implemented programs, strong discipline, a supportive environment, and access to a library with dictionaries. These findings align with Podungge and Habibie (2022), who emphasized the importance of collaboration among language department members, supportive facilities, and a conducive environment.

CONCLUSION

The implementation of the language program at the Al-Ihsan Islamic Boarding School has been going quite well and over time it will be the same as Arabic, this can be seen from several improvements in the students. In addition, the factors that support the implementation of language program at Al-Ihsan Boarding School are the role of teachers, teaching materials, media, strategies used, and facilities although there are factors that hinder the implementation of the language program.

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